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ABSTRACT

In its fourth year, Project CHAMP (Chinese Achievement and Mastery Program) provided instruction in English as a second language (ESL), native language arts, mathematics, science, and social studies to 728 limited-English-speaking Chinese immigrant students in grades nine through twelve at three schools. Content-area classes were taught in English and in Mandarin or Cantonese, depending upon the student's native language. An intensive literacy component at one site provided special instruction for students illiterate in their native language and lacking basic academic skills. School administrations were fully supportive of the program, but adequate numbers of licensed bilingual content-area teachers were not available. Curriculum materials development, staff training, and parent involvement activities were also included in the program plan. Analysis of student achievement data indicated that program objectives were met in ESL, native language arts course passing rates, content area course passing rates, intensive ESL literacy passing rates, and attendance. The intensive literacy component content area passing rates only partially met program objectives. Recommendations for improvement are given. (MSE)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2135

PROJECT CHAMP

1986-1987

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A SUMMARY OF THE REPORT

Project CHAMP, a multi-site program for Chinese-speaking students, completed its first year of a two-year continuation cycle in 1986-87. The project provided instruction in English as a second language (E.S.L.), native language arts, and content-area instruction in mathematics, science, and social studies to 728 students of limited English proficiency (LEP) in grades nine through twelve at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools. Seward Park High School was the project's primary site and most members of the project's staff were based there. Eighty-five percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong and Taiwan. Ninety-three percent of Project CHAMP students spoke Cantonese and 7 percent spoke Mandarin. Most program participants were recent immigrants; some students from rural areas were functionally illiterate in their native language and lacked the basic study skills needed to succeed in any academic program.

The program goals were to provide instruction in E.S.L., native language arts, science, mathematics, computer mathematics, and social studies. Content-area classes were taught in English and in Mandarin or Cantonese, depending on the student's native language. An intensive literacy component, offered at Seward Park, provided special instruction for students who were functionally illiterate in their native language and lacked basic academic skills.

The administrations of all three sites fully supported the project. However, like many other programs in New York City, it was unable to recruit all the licensed bilingual content-area teachers it needed.

Title VII funds paid for resource specialists, a curriculum specialist, and paraprofessionals. Curricular materials that were developed or revised this year included a supplementary bilingual science textbook, a "New Students' Handbook," and a "Phonics for Chinese Students" book. Training activities for staff members consisted of departmental and faculty meetings, in-service courses and workshops, and attendance at university courses and conferences on bilingual issues. Parents were involved in the project via four meetings of the parents' advisory committee, an annual parents' meeting, "China Nite," and weekly E.S.L. classes. Although not included among the program objectives, Project CHAMP provided personal, academic, and career advisement to students; referrals to outside agencies; and meetings with parents whenever their children were having problems.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and teacher-made examinations); mastery of the native language (teacher-made examinations); mathematics, science, global

history, and computer mathematics (teacher-made tests); and attendance (school and program records). Objectives for the intensive literacy component were assessed in basic literacy skills, social studies, and mathematics. Analysis of student achievement data indicates that:

- Students tested at levels 1 and 2 of the CREST mastered an average of one skill per month of instruction, thus meeting the program objective.
- The program objective of a 75 percent passing rate in native language arts courses was surpassed both semesters.
- The program objective of a 75 percent passing rate in math, computer math, science, and global history courses was met both semesters.
- Overall, program students in the intensive literacy component met the program objective of a 75 percent passing rate in E.S.L. classes.
- More than the proposed 75 percent of the students in the intensive literacy component passed social studies courses but not mathematics, thus partially meeting the program objective.
- Ninety-eight percent of the program students achieved an attendance rate of 90 percent or higher, thus meeting the program objective.

The following recommendations are offered to improve the project:

- Continue efforts to hire bilingual teachers.
- Continue developing materials on English writing and conversation which are more appropriate to the students' levels of knowledge.
- Budget permitting, seek additional guidance and counseling personnel at Seward Park and an itinerant bilingual school psychologist for LEP students with learning problems.
- Budget permitting, hire a second bilingual educational assistant at Martin Luther King, Jr. High School.

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The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Lixing Frank Tang observed classes. Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT CHAMP

(Chinese Achievement and Mastery Program)

Central Location:	Seward Park High School 350 Grand Street New York, New York 10002
Participating Sites:	Martin L. King, Jr. High School 4122 Amsterdam Avenue New York, New York 10023
	Washington Irving High School 40 Irving Place New York, New York 10023
Year of Operation:	1986-87, first year of a two-year continuation cycle.
Target Language:	Chinese
Number of Students:	728
Project Director:	Ms. Katherine Sid

I. DESCRIPTION

The Chinese Achievement and Mastery Program, Project CHAMP, is a multi-site transitional bilingual program for students of limited English proficiency (LEP). The project's main site is Seward Park High School. During the year under review, 618 students were served at this site. CHAMP's two other sites -- Washington Irving and Martin Luther King, Jr. High Schools -- served 70 and 40 students, respectively. The project's three main goals are: to develop the English competence needed for success in mainstream courses; to provide bilingual instruction in mathematics, science, global history, and computer math; and to increase students' competence in their native language. An ancillary goal is to maintain a high level of attendance.

Project CHAMP also provides intensive literacy training to

students who are functionally illiterate in their native language and lack basic academic skills. The major objectives of this component, which is offered at Seward Park High School, are:

-- to develop the ability to read and write Chinese fluently;

-- to master the basic English skills;

-- to develop the study skills and work habits needed for academic and vocational success; and

-- to develop an awareness of American classroom procedures and teacher expectations.

Additional Project CHAMP objectives are: to develop supplementary Chinese-language instructional materials; to increase the knowledge and involvement of other community members and non-program staff in bilingual education issues; and to provide staff training via university courses, in-service workshops, and departmental and faculty meetings.

PROGRAM ORGANIZATION

The responsibilities of the project director included: supervising the Title VII staff; reporting to and discussing program implementation with the three site principals; coordinating project activities with the assistant principals (A.P.s) in charge of administration and the various subject areas; planning and supervising staff development and parental involvement activities; and placing students newly admitted to Seward Park.

As a rule, the project director met twice a month with the Title VII staff at Martin Luther King, Jr. and Washington Irving

High Schools. At other times, the Title VII resource specialists at these two sites functioned as liaisons between the Title VII staff members on-site and the project director.

Although the content-area A.P.s had supervisory authority over the bilingual content-area teachers, the project director made suggestions for instructional improvements and met with project teachers whenever needed.

Since the largest number of students served by the project were at Seward Park, this site had the largest Title VII staff: two resource specialists, a curriculum specialist, five paraprofessionals, and one bilingual family assistant. Seward Park also had a bilingual guidance counselor paid by Chapter I funds. Washington Irving and Martin Luther King, Jr. had one family assistant and one educational assistant, respectively.

In addition to the duties of her title, the family assistant at Washington Irving also provided translations for students in five content-area classes, tutored students individually, and translated curricula and other educational materials. Martin Luther King's educational assistant was the school's only Chinese/English bilingual staff member. In addition to translations of curricular materials and one-on-one tutoring, she frequently was called upon to provide a wide range of academic and support services to program students.

All but one member of Project CHAMP's staff had at least a bachelor's degree, and all were assigned to the program full-time. (Two former CHAMP paraprofessionals have gone on to become

teachers with the program.)

Since Washington Irving had only one Chinese/English bilingual instructor, she had to teach classes in social studies and science as well as native language arts. Since this teacher was extremely overburdened, she could not meet all the bilingual instructional needs of CHAMP students. As a stop-gap measure, the school had assigned the bilingual teaching assistant to content-area classes taught by monolingual teachers. It was obvious, however, that Washington Irving badly needed at least one more bilingual teacher. (See Appendix A for the characteristics of the staff serving the program students.)

At Seward Park, the director of Project CHAMP was under the supervision of the principal and the A.P. for administration, with the A.P.s of the other content areas supervising their respective content-area teachers. Martin Luther King, Jr. High School's program operated under the A.P. for Communication Arts, who also was the E.S.L. coordinator, serving as administrator. The acting A.P. of foreign languages oversaw the program at Washington Irving.

A member of the evaluation team interviewed the principals at Seward Park and Washington Irving High Schools. Both expressed a high level of support for Project CHAMP. Because Washington Irving High School is one of only two city high schools possessing a language laboratory, it recently had been designated as an "international studies and foreign languages" high school. As a result, the school's curriculum was being

revamped. Since Project CHAMP accords well with Washington Irving's new status, the principal said he intended to strengthen the bilingual program by hiring an additional teacher. The coordinator of foreign languages, who also was present at the interview, said she anticipated larger numbers of Chinese and Haitian students and consequently was planning to develop additional curricula. She was quick to point out, however, that the school's reorganization would take three to five years to complete.

II. STUDENT CHARACTERISTICS

Project CHAMP served a total of 728 students during the year under review, of whom 685 were present in the fall and 696 were present in the spring. (In other words, 653 students were enrolled both semesters; 32 were enrolled in the fall only; and 43 were enrolled in the spring only.) Program-wide, 56 percent of the students were female and 44 percent male; but this relationship was reversed in the twelfth grade, where males accounted for 55 percent and females 45 percent.

Data also were received for 124 students who had been included in the program in June 1986 but had left before the fall semester: 92 students had been mainstreamed; 19 had transferred to another school; 4 had taken full-time jobs; 2 had left the United States; and the rest had left for unspecified reasons.

Ninety-two students left the project during the year under review. (See Table 1.) Forty-one percent of those who left transferred to other schools and 17 percent were mainstreamed. Another 30 percent of those who left had other reasons or the reason was unknown, which may indicate that they may be dropping out. Only two percent left the country.

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	3	13	17.4
Transferred	16	22	41.3
Left U.S.	2	0	2.0
Employment	5	3	8.7
Other Reasons	6	22	30.4
TOTAL	32	60	100.0

- Ninety-two students left the program during the academic year.
- Of the 92 students who left 41 percent transferred to another school.

Data on time in the program were available for 255 of the 696 students present in the program during the spring. Of these students, 74 percent had been in the program for one year or less; five percent for two years; 19 percent for three years; and two percent for four years.

Table 2 presents project students by country of birth. Eighty-four percent were born in the People's Republic of China, and eleven percent were born in Hong Kong. Chinese was the native language of all the students CHAMP served.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
People's Republic of China	468	84.5
Taiwan	14	2.5
Hong Kong	60	10.8
Vietnam	6	1.1
Other Asian	6	1.1
Total	554**	100.0

*Less than 1 percent.

**Data were missing for 174 program students.

- Most participants were born in Mainland China (85 percent) and Hong Kong (11 percent).

Table 3 presents the distribution by age and grade of all the project students for whom data were provided. Two hundred and thirty-two students (33 percent) were in grade nine; 274 (39 percent) were in grade ten; 185 (26 percent) were in grade eleven; and nine (one percent) were in grade twelve. Overall, 76 percent of the project's students were overage for their grade placement; of these, 39 percent were tenth graders and 36 percent ninth graders. When examined by site (see Appendix B), the percentage of overaged students ranged from 61 percent at Washington Irving to 97 percent at Martin Luther King, Jr.

Many project students came from rural areas in their countries of origin. The bilingual guidance counselor at Seward Park said these students learned more slowly than their urban-educated classmates and consequently needed to be taught with special methods, such as demonstrations and simple descriptions, in order to overcome their limitations. At Seward Park such students were provided a special one-term literacy program.

Table 4 presents the students' educational background, by grade. Program-wide, students had an average of 6.7 years of schooling in their native country, with little variation from grade to grade. The average number of years of education in the United States was 2.3. Of the students for whom information was provided (n = 330), 47 percent of the ninth graders, 38 percent of the tenth graders, and 24 percent of the eleventh graders had eight or fewer years of schooling.

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7	0	0	0	7
15	35	12	0	0	47
16	46	56	17	0	119
17	59	75	44	0	178
18	55	63	49	0	167
19	21	40	44	0	105
20	8	23	22	2	55
21	1	5	9	7	22
TOTAL	232	274	185	9	700**
Overage Students					
Number	190	206	124	9	529
Percent	81.8	75.1	67.0	100.0	75.6

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for 28 students.

- Of the 529 overage students, 39 percent were tenth graders and 36 percent were ninth graders.
- Eighty-two percent of ninth graders were overage for their grade placement.
- One hundred and eighty-four ninth graders, or 62 percent, were two or more years overage.

TABLE 4

Students' Years of Education by Grade

Grade	Total Years of Education <8	9	10	11	12	>12	Total	Years Education Native Country Mean	S.D.	Years Education United States Mean	S.D.
9	35	22	7	6	4	0	74	6.7	1.6	1.5	.7
10	51	36	34	10	2	3	136	6.6	1.7	2.2	.9
11	27	33	20	15	11	5	111	6.9	1.9	2.8	.9
12	3	0	2	2	2	0	9	6.8	2.5	2.6	.7
TOTAL	116	91	64	33	19	8	330*	6.7	1.8	2.3	1.0

*Data were missing for 398 students.

- Forty-seven percent of ninth graders, 38 percent of tenth graders, and 24 percent of eleventh graders had a total of eight or fewer years of schooling.
- Overall, the mean number of years of schooling in the native country was 6.7, and the mean of years of schooling in the United States was 2.3, indicating a population that was somewhat undereducated in the native country and only recently enrolled in United States' schools.

The figures presented in Tables 3 and 4 demonstrate that the high percentage of overage students in Project CHAMP was largely due to poor educational backgrounds. However, a small group of students had more years of education than expected for their grade level, indicating that they were having trouble advancing through the high school program.

According to the project director, Project CHAMP served 300 newly-arrived students with two or three new students being admitted each day. Many students lived in crowded conditions and had to work after school to help meet household expenses. Acculturation was often a difficult problem. As a rule, the educational systems of Chinese-speaking countries frown on the individualism which the American school systems encourage. For example, in their native countries (particularly in the People's Republic) high school students spend virtually the entire school day in one classroom, and the learning process consists of note-taking and question-answering rather than the freewheeling give-and-take characteristic of American classrooms. In addition, in Chinese schools socializing between the sexes is kept to a minimum. Consequently, when Chinese students come to this country, they are often made acutely uneasy by adolescent sexual mores.

The Title VII resource specialist at Seward Park said that because Chinese and English grammar, syntax, punctuation and orthography are so vastly different, language rather than the content areas presented the major difficulty for program

students. In this regard, she noted that CHAMP students usually performed especially well in math because this subject required comparatively little English. She also said the English-language materials in social studies and in reading and writing tended to be too complex, but that project teachers were developing more suitable ones.

The A.P. and educational assistant at Martin Luther King, Jr. both said that many CHAMP students were in need of content-area tutoring in Chinese. They also said that because many project students had to take part-time jobs to help support their families, they could not take part in after-school activities. Project staff members at Seward Park also said this was a problem at their school.

III. FINDINGS

The evaluation findings are presented by objectives and include the results of student performance on tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

ENGLISH AS A SECOND LANGUAGE

Objective 1: Seventy-five percent of the students will demonstrate English language proficiency as measured by administration of the Criterion Referenced English Syntax Test (CREST), in which students tested with Levels 1 and 2 will master an average of one curricular objective per month of treatment. It is expected that students tested with Level 3 will master an average of .75 objectives per month.

Objective 2: Seventy-five percent of the students participating in the Intensive Literacy Component will demonstrate growth in basic English literacy skills as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

Program students were offered four levels of English as a second language (E.S.L.), four levels of remedial communication arts, and a transitional course in writing improvement for one or two terms, depending on need. E.S.L. 1 students had three periods of English per day. As students increased their proficiency, the number of daily E.S.L. periods decreased to two.

Members of the evaluation team visited two E.S.L. classes, one E.S.L. 3 class at Seward Park and one E.S.L. 2 class at Martin Luther King, Jr. High School, and an E.S.L. tutorial at Martin Luther King, Jr.

The E.S.L. 3 class, containing both Spanish- and Chinese-

speaking students, was being taught by a student teacher while the regular teacher sat at the back of the room monitoring her performance. Meanwhile, a paraprofessional tutored the Chinese-speaking students on a one-to-one basis. Beginning the day's lesson, the teacher conducted a brief "do now" exercise (asking the students to list three things they must do everyday), and reviewed and corrected the previous day's homework, which consisted of a series of fill-in sentences.

Following this, the teacher introduced the lesson -- on the future tense of "will" -- by having the students repeat "will" after every personal pronoun. She also compared the use of "going to" with "will" and had students do workbook exercises on this topic. The students were extremely reticent and the student teacher had to work hard to get them to participate.

The E.S.L. 2 class was on reading. The class included Haitian, Hispanic, and Vietnamese as well as Chinese students. The teacher spoke English only, but a Chinese-speaking paraprofessional worked with the students individually. The teacher combined individual silent reading with class discussion. The Chinese students were the most reticent, but when called upon they invariably came up with the right answer.

During the E.S.L. tutorial that was observed by an evaluation team member, a paraprofessional was working with three students. She answered their questions, explained difficult points of grammar usage, and corrected their spoken English. Because the school is overcrowded, the session had to be

conducted in a corridor; nevertheless, despite continual disturbances, the group concentrated intently on its work.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the first objective in this area was the Criterion Referenced English Syntax Test*(CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the test results for all CHAMP students who were pretested and posttested with the same level. (A breakdown of CREST performance by schools is presented in Appendix C.)

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curriculum, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 66.5 percent in the fall and 67.6 percent in the spring. Eighty percent of the fall data and 90 percent of the spring data came from Seward Park, which served most of the program students.

Examination of Table 5 reveals that program students tested at Levels 1 and 2 met the program objective of mastering one CREST skill per month of instruction both semesters. Program students tested at Level 3 mastered an average of 0.8 CREST skills per month of instruction in the fall and 0.7 CREST skills per month in the spring. Thus, the overall performance of program students approximated the objective criterion of 0.75 CREST skills mastered per month of instruction. Therefore, the program objective was also met at this level.

Intensive Literacy Component (Seward Park High School)

In addition to two classes of E.S.L., an English literacy skills class was provided in both fall and spring to students in the intensive literacy component. Students generally needed to take this class for a single semester. A remedial communication arts (R.C.A.) class was available for new arrivals and for those with fewer than six years of education in their native country.

Table 6 presents the intensive literacy students' passing rates in English skills courses. Overall, 84 percent of the

TABLE 5

Results of the Criterion Referenced English Syntax Test

Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	124	9.3	7.6	14.5	7.3	5.2	4.2	1.8
2	136	15.4	6.3	19.7	4.5	4.3	3.3	1.5
3	104	9.3	3.4	11.7	2.7	2.4	1.7	0.8
TOTAL	364	11.6	6.8	15.6	6.2	4.0	3.5	1.3
				SPRING				
1	97	9.7	6.7	14.7	6.9	5.0	2.9	1.7
2	109	14.1	7.0	18.4	5.9	4.3	3.3	1.4
3	142	9.6	3.5	11.7	2.9	2.1	2.1	0.7
TOTAL	349	11.0	6.1	14.6	5.9	3.6	3.0	1.2

*Post-test minus pre-test.

- The program objective of mastery of an average of one CREST skill per month by students tested at Levels 1 and 2 was met both semesters.
- Overall, the performance of students tested at Level 3 approximated the objective criterion of mastering 0.75 CREST skill per month of instruction. Thus, the program objective was met.

students in the intensive literacy component received passing grades in these courses, thus meeting the second program objective in this area.

TABLE 6

Passing Rates in English Skills Classes
for Program Students in the Intensive Literacy Component

	FALL		SPRING		TOTAL
COURSE	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
English Literacy Skills	21	66.7	22	100	83.7

- Overall, 84 percent of the students in the Intensive Literacy Component obtained passing rates in English skills classes, thus meeting the program objective.

NATIVE LANGUAGE ARTS

Objective: Seventy-five percent of the students will demonstrate growth in native language proficiency as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

Project CHAMP offered six levels of Chinese language arts. The aim of these classes was to reinforce and develop the students' ability to use their native language as a vehicle for creative thought and expression. Course content included reading, writing, literature, and culture. The first two levels of Chinese constituted the native language arts segment of the project's intensive literacy component.

A member of the evaluation team visited two Chinese classes at Seward Park and one at Washington Irving. The classes observed at Seward Park were levels 4 and 6. The objective of the former was to read and interpret modern Chinese prose. The textbook was Chinese Language Arts, which had been developed by Seton Hall University. Although the teacher spoke Mandarin, in order to encourage the students to participate, she permitted Cantonese to be used. As the students read from the text, the teacher asked for definitions of difficult words and paraphrases of difficult sentences. Since they could speak in the language in which they were most comfortable, about two-thirds of the students participated in the discussion.

The aim of the lesson in the level 6 class was to study several short passages of classical Chinese. The teacher used Mandarin, and although the observer noted that several students

were Cantonese speakers, they seemed to have no trouble understanding the lesson. The teacher successfully combined several different teaching techniques, such as lecturing, paraphrasing, questions and answers, and class discussion. The teacher also used humor in his explanations and frequently praised the students, who seemed to enjoy the lesson and participated actively. The teacher appeared effective at integrating traditional and modern Chinese themes, and at interpreting and applying Chinese values to the American environment.

The objective of the class observed at Washington Irving was to study a well-known poem of the Tang dynasty. Mandarin was the language of instruction. The teacher explained the meaning of the poem and elaborated on its historical background and cultural implications. The students were asked to read the poem aloud and to discuss its meaning. They were very interested in the poem, participated eagerly, impressed the observer with their advanced knowledge of Chinese language and literature.

No Chinese classes were offered at Martin Luther King, Jr.

Student Achievement in Native Language Arts

Table 7 presents students' passing rates in native language arts courses at Seward Park and Washington Irving High Schools. The project objective was surpassed at both sites both semesters, with program students achieving passing rates of 90 percent or with more.

TABLE 7

Passing Rates in
Native Language Arts Courses

	FALL		SPRING		TOTAL
School	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Seward Park	412	91.0	395	90.4	90.7
Washington Irving	28	100.0	33	100.0	100.0
TOTAL		91.6		91.1	91.4

- The program objective of a 75 percent passing rate was surpassed at both sites.

CONTENT-AREA COURSES

Objective: Seventy-five percent of the students will demonstrate mastery of the coursework in science, math, computer math, and global history as measured by achieving a final grade of 65 percent or higher on both teacher-made tests and school-wide uniform examinations.

Objective: Seventy-five percent of the students participating in the Intensive Literacy Component will demonstrate mastery of math fundamentals and social studies as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

A member of the evaluation team visited two math, two social studies, and three science classes at Seward Park; and one math, one global history, and one biology class at Washington Irving. The objective of the math (pre-algebra) class at Seward Park was to study basic geometry terms. The teacher spoke in Mandarin approximately 80 percent of the time; English was spoken for the remaining time and for all chalkboard written work. Although the teacher appeared inexperienced, she was well prepared. During the first half of the class she explained unfamiliar terms and made sure that the class understood the material by asking questions and reviewing frequently. For the second half of the class she assigned practice exercises, which the students performed with aplomb.

The aim of the second math class observed at Seward Park was to learn how to solve equations containing parentheses. The teacher used equal amounts of Cantonese and English. As a rule, she first lectured in English and then repeated herself in Cantonese. This technique seemed to work well. The same

teaching strategy was employed in the previous math class, i.e., new material was presented via lecture, examples, questions and answers, and a review, followed by practice exercises.

The objective of the first social studies/global history 2 class at Seward Park was to discuss why Nehru was the logical choice to be independent India's first prime minister. Because this was a transitional class, the teacher used more English (70 percent) than Chinese. Usually the teacher used Chinese only when he wanted to emphasize a point or when he noticed that students did not understand his English explanation. Although students were permitted to speak in Chinese, they received special praise for using English. The classroom atmosphere was lively and the students appeared to enjoy the lesson.

The second class observed at Seward Park was a bilingual (Chinese) global history 3 class. The objective was to discuss why nineteenth century Germany became militaristic. The teacher was English-speaking, but had the assistance of a Cantonese-speaking paraprofessional. The teacher alternated between lecturing and questioning, although few students answered, all took notes and listened attentively.

Bilingual (Chinese) biology and general science classes were also observed at Seward Park. The objective of the biology class was to study the process of digestion in humans. The teacher spoke in English, and a Cantonese-speaking paraprofessional translated. Two features distinguished this class: the teacher's success in motivating students to

participate and her insistence that all students repeat their answers in English. Because she combined just the right amounts of firmness, gentleness, and patience, she succeeded in both endeavors.

The chemistry class observed at Seward Park dealt with the nature of chemical transformations. The teacher used Cantonese and Mandarin for most of the class (70 percent), but he spoke in English when reading from the text or reviewing vocabulary. The teacher's instructional technique was to perform experiments and derive a law or rule from each one. He also asked for student volunteers to repeat several experiments, something the students were eager to do. This class seemed a success at teaching both specific subject matter and the scientific method.

The objective of the physics class observed at Seward Park was to learn how electrons flow. A Cantonese-speaking paraprofessional served as translator. The teacher of this class also used experiments to make his points and called upon class members to repeat his experiments. The teacher succeeded in capturing the students' attention and maintaining a lively and relaxed classroom atmosphere.

The twelfth-year math class observed at Washington Irving was conducted by an English-speaking teacher with the assistance of a Chinese-speaking paraprofessional who translated the teacher's lecture and worked with students on a one-to-one basis.

The global history class lesson observed at Washington

Irving was on the social impact of Hinduism. The teacher was trilingual, and used Mandarin 60 percent of the time, Cantonese 10 percent, and English (30 percent). During lectures, students' attention seemed to wander.

The objective of the biology class at Washington Irving was to study the reproductive process in frogs. This class was taught by the same person who had taught the social studies class, and she used the identical proportion of English to Chinese. In addition to lecturing, the teacher made use of models, diagrams, and pictures. The use of visual aids seemed to greatly facilitate learning. When she began reviewing a long biology vocabulary list, the students became visibly bored and began talking among themselves.

In an interview, the teacher noted that a second bilingual instructor was badly needed to improve the level of instruction in the bilingual content-area courses offered at the school.

Student Achievement in Content-Area Courses

Table 8 presents the passing rates for all students enrolled in content-area courses. The program objective of a 75 percent passing rate in math, computer math, science, and global history was achieved both semesters at all the three sites. Program students achieved an overall passing rate of 79 percent in the fall and 85 percent in the spring. (A breakdown of passing rates in these areas by school is presented in Appendix D.)

Table 9 presents the passing rates in mathematics and social studies for students enrolled in the intensive literacy component.

The program objective of a 75 percent passing rate for students in the intensive literacy component was achieved in social studies, but not in mathematics. However, there was an improvement in the proportion passing mathematics from the fall to the spring. This may be due to a gradual adaptation to the mathematics curriculum, which is different from what they were exposed to in China.

TABLE 8

Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
CONTENT AREA	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	575	80.5	543	87.8	84.0
Computer Math	12	75.0	16	80.0	77.8
Science	545	75.2	515	80.4	77.7
Global History	269	85.0	264	87.0	85.9
TOTAL		79.2		84.7	81.9

- The objective of a 75 percent passing rate was achieved in all subject areas.

TABLE 9

Passing Rates in Mathematics and Social Studies
For Program Students in the Intensive Literacy Component

	FALL		SPRING	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	28	53.5	20	70.0
Social Studies	29	75.8	20	80.0

- The program objective of a 75 percent passing rate was achieved in social studies.

ATTENDANCE

Objective: Seventy-five percent of the students participating in Project CHAMP will maintain an attendance rate above 90 percent.

Ninety-eight percent of the students achieved an attendance rate of above 90 percent, thus meeting the program objective. In addition, it is worth noting that the attendance rate of program students was above 95 percent at all three sites for a program average of 98 percent. Their attendance rates were also significantly higher than the school-wide rates at their respective sites, which ranged from 73 percent at Washington Irving to 80 percent at Seward Park.

CURRICULUM DEVELOPMENT

Objective: Staff members will have produced at least one unit of Chinese/English bilingual curriculum materials in each of the following subject areas: science, mathematics, global history, and computer science.

During the 1986-87 academic year, the project staff developed a "New Students' Handbook," "Units on Logic," "Revised Science Glossary," "Phonics for Chinese Students," and adapted one textbook -- "General Science Theme II A." According to the project director, a number of other high schools with Chinese bilingual students have requested curricular materials developed by Project CHAMP for their own use. Although not all curricular areas were addressed as proposed, the number of curriculum projects exceeded that proposed.

SUPPORT SERVICES

The program offered students a variety of support services,

including academic and personal counseling, career orientation, and college advisement. Contact with families was maintained through home visits, letters, and telephone calls. The program also published a biannual newsletter containing student essays, project news, and notices to parents.

The guidance counselor at Seward Park said that the school needed more bilingual support service staff members. She noted that in addition to serving program students, CHAMP staff members frequently were called upon to translate for the non-English-speaking parents of mainstream students. This extra duty, she said, took up a significant proportion of their time. Also, the resource specialist said that a bilingual school psychologist was badly needed to work with program students who had psychological and learning problems.

STAFF DEVELOPMENT

Objective: Staff members will have attended two workshops and in-service training sessions that are related to the goals and objectives of the project.

Objective: Staff members will have taken credits in bilingual education or related subject areas at a college or university.

Objective: All staff members (except paraprofessionals) will have attended local and out-of-town conferences dealing with bilingual education, E.S.L. methodology, curriculum development, and other areas related to the education of Chinese LEP students.

Staff development was carried out in three ways: at the central project site (Seward Park), at outside workshops and conferences, and through coursework at local universities.

The following workshops were offered at the central site: "Asian Images in the Media," "Reading Students' Names: A Crash Course in Chinese Romanization," and "Bilingual Education: From Theory to Practice." The project also ran a twelve-week, once-a-week in-service course in elementary Mandarin for teachers, administrators, and paraprofessionals.

Staff members also attended monthly departmental meetings, faculty conferences, and a series of four staff development workshops each year with guest speakers. The project director attended relevant school cabinet meetings, and high school/junior high school articulation meetings.

Outside workshops and conferences included: a City-Wide High School Fair held at Martin Luther King, Jr., a Technical Assistance Workshop sponsored by the Office of Bilingual Education, and the Mayor's Proclamation and Heritage Workshops. The guidance counselor attended an Asian-American Communication conference and the "New Americans-New Challenges" conference held at Fordham University. The resource person attended the TESOL convention and a conference on language at New York University. The project director is a member of the New York State's Educational Commissioner's Advisory Council which met three times during the school year, and she also attended the Title VII Regional Technical Assistance Institute at Washington D.C., the State Association for Bilingual Education conference, Leadership Training sessions, an Asian Social Service Fair, and a Pace College community outreach meeting.

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An unspecified number of staff members took university courses not paid by Title VII funds. One paraprofessional took three credits in E.S.L. teaching. Overall, the staff development objectives appear to have been met.

PARENTAL INVOLVEMENT

Objective: At least 150 parents will have attended the project's fall and spring meetings.

Objective: Twenty percent of the parents of project participants will have attended the citywide Chinese Bilingual Parents' Conference.

Five meetings of the parents' advisory committee were held to discuss CHAMP's planning, organization, and goals. All these meetings were held at Seward Park High School; attendance ranged from 15 to 50. The speakers included principals and A.P.s, the project director, guidance counselors, and community leaders.

Project CHAMP held E.S.L. classes for parents once a week. Attendance ranged from eight to 15. An annual meeting for all CHAMP parents had an attendance of 130; approximately 900 parents attended the Ninth Citywide Chinese Parents' Conference held at P.S. 124. Parents also attended a "China Nite," which consisted of various forms of entertainment presented by the Chinese Culture Club and Chinese community members. Thus, the project objectives in this area were surpassed.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project CHAMP was efficiently organized and the instructional and support services it provided were of nearly uniformly high quality. The project director was able to attend to the needs of a continual influx of new students without neglecting her other responsibilities. Despite very heavy workloads, the educational and family assistants at the sites evinced great commitment to serving students. The other CHAMP staff members also appeared both capable and dedicated to meeting student needs.

Project CHAMP enjoyed the full support of the administrators of all three sites. In particular, the willingness of principals to use non-project funds to expand project-initiated activities was tangible evidence of their satisfaction with Project CHAMP.

Instructional objectives were met in E.S.L., native language arts, content areas, and in social studies for the intensive literacy component. Program students also had a 98 percent attendance rate, thus meeting the program objective in this area.

RECOMMENDATIONS

The following recommendations are offered to improve the project:

- Continue efforts to hire bilingual teachers. The need is especially great at Washington Irving which has only one bilingual instructor to teach three different content-area subjects.

- Continue developing materials on English writing and conversation which are more appropriate to the students' levels of knowledge.

- Budget permitting, hire additional guidance and counseling personnel at Seward Park, and an itinerant bilingual school psychologist for LEP students with learning problems.

- Budget permitting, hire an additional bilingual educational assistant at Martin Luther King, Jr. High School.

V. APPENDICES

APPENDIX A

Characteristics of the Title VII Staff

SCHOOL	Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience: Education	Years Relevant Experience: Bilingual/E.S.L./ Foreign Language
Seward Park H. S.	Tax Levy/Director	100%	B.A. Elementary Ed. M.A. Ed. Admin.	Y	14 Years	11 years
Seward Park H. S.	Resource/Curriculum Specialist	100%	B.A. Language in Literature M.A. Bil. Ed.	Y	16 years	4 years
Seward Park H. S.	Resource Specialist	100%	B.A. Oriental Studies M.A. Chin. Teaching Ed.D. Bilingual Educ.	Y	14 years	14 years
Seward Park H.S.	Resource Specialist Grade Advisor	60/40	B.A. Lang/Literature M.A. Music	Y	7 years	7 years
Seward Park H.S.	Guidance Counselor	100%	Ph. D. Education	Y	8 years	8 years
Seward Park H.S.	Educational Associate	100%	B.S. Biology	N/A	35 years	8 years
Seward Park H.S.	Educational Associate	100%	B.A. Education	N/A	41 years	11 years
Seward Park H.S.	Educational Associate	100%		N/A	4 years	4 years
Seward Park H.S.	Educational Assistant	100%	B.A. Business	N/A	4½ years	4½ years
Seward Park H.S.	Educational Assistant	100%	35 college credits	N/A	2 years	2 years
Seward Park H.S.	Family Assisant	100%		N/A	2 years	2 years
Washington Irving HS	Family Worker	100%	M.A. Asian Studies M.B. Bil. Ed.	Y	9 years	9 years
Martin Luther King, Jr.	Educational Assistant	100%	B.A.	N/A	1 years	1 years

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Appendix B

Number of Program Students by Age and Grade at Seward Park High School

Age	Grade 9	Grade 10	Grade 11	Total
14	7	0	0	7
15	32	9	0	41
16	46	52	14	112
17	55	65	29	149
18	52	61	37	150
19	15	35	34	84
20	7	22	15	44
21	0	3	3	6
TOTAL	214	247	132	593*
Overage Students				
Number	175	186	89	450
Percent	81.7	75.3	67.4	75.8

*Data were missing for 25 students.

- Seventy-six percent of the program students were overage for their grade placement.
- Seventy-four ninth graders were three years overage for their grade and will be 21 before graduation.

Appendix B

Number of Program Students by Age and Grade at Washington Irving High School

Age	Grade 9	Grade 10	Grade 11	Total
15	2	3	0	5
16	0	4	3	7
17	3	7	15	25
18	1	0	10	11
19	2	2	6	10
20	0	1	5	6
21	0	0	5	5
TOTAL	8	17	44	69*
Overage Students				
Number	6	10	26	42
Percent	75.0	58.8	59	60.8

*Data were missing for one student.

- Sixty-one percent of the program students were overage for their grade placement.

Appendix B

Number of Program Students by Age and Grade at Martin Luther King, Jr. High School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
15	1	0	0	0	1
16	0	0	0	0	0
17	1	3	0	0	4
18	2	2	2	0	6
19	4	3	4	0	11
20	1	0	2	2	5
21	1	2	0	7	10
TOTAL	10	10	8	9	37*
Overage Students					
Number	9	10	8	9	36
Percent	90.0	100.0	100.0	100.0	97.3

*Data were missing for three students.

- Almost all the students were overage for their grade placement.

Appendix C

Results of the Criterion Referenced English Syntax Test
at Seward Park High School

Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	112	9.4	7.6	14.5	7.3	5.1	3.9	1.8
2	109	15.4	6.4	19.8	4.5	4.4	3.3	1.5
3	86	9.0	3.4	11.5	2.9	2.5	1.7	0.8
TOTAL	307	11.4	6.9	15.5	6.4	4.1	3.4	1.8
				SPRING				
1	91	9.4	6.6	14.5	6.9	5.1	2.8	1.7
2	97	13.9	7.0	18.5	5.9	4.6	3.2	2.0
3	125	9.3	3.5	11.6	2.9	2.3	2.1	0.8
TOTAL	313	10.8	6.1	14.6	6.0	3.8	3.0	1.0

*Posttest minus pretest.

- Program students tested at Levels 1 and 2 mastered an average of more than one CREST skill per month of instruction each semester, thus meeting the program objective.
- Program students tested at Level 3 met the program objective by mastering an average of 0.75 CREST skills per month of instruction each semester.

Appendix C

Results of the Criterion Referenced English Syntax Test at Washington Irving High School

Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	5	8.8	9.7	18.6	4.4	9.8	9.5	3.4
2	13	14.2	5.9	19.4	4.5	5.2	3.4	1.8
3	11	10.2	3.1	12.3	2.4	2.1	1.8	0.7
TOTAL	29	11.8	6.1	16.6	5.0	4.8	5.2	1.7
				SPRING				
2	9	17.2	6.7	19.3	5.1	2.1	3.5	0.7
3	9	10.3	2.6	11.4	2.5	1.1	0.9	0.4
TOTAL	8	13.8	6.1	15.4	5.6	1.6	2.5	0.5

*Posttest minus pretest.

- Students tested at Levels 1 and 2 in the fall semester achieved program objective of mastering an average of one CREST skill per month of instruction.
- Students tested at Level 3 did not meet the program objective of mastering an average of 0.75 CREST skills per month of instruction either semester.

Appendix C

Results of the Criterion Referenced English Syntax Test at Martin Luther King, Jr. High School

Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	7	9.6	7.5	12.6	7.9	3.0	1.0	1.1
2	14	17.1	5.9	19.3	5.1	2.2	2.7	0.6
3	7	11.6	2.2	12.3	1.4	0.7	0.9	0.2
TOTAL	28	13.9	6.5	15.9	6.2	2.0	1.8	0.6
				SPRING				
1	6	13.0	7.7	16.5	5.5	3.5	2.9	1.2
2	3	8.3	6.1	11.7	5.7	3.3	0.6	1.2
3	8	12.9	2.6	13.6	2.5	0.7	1.0	0.3
TOTAL	17	12.1	5.4	14.3	4.4	2.2	2.2	0.8

*Posttest minus pretest.

- The program objective of students mastering one CREST skill per month of instruction was met both semesters by students tested at Level 1, and in the spring semester at Level 2.
- Students tested at Level 3 did not meet the program objective of mastering 0.75 CREST skills per month of instruction either semester.

Appendix D

Passing Rates in Content-Area Subjects by Site

	FALL		SPRING		TOTAL
CONTENT AREA	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
			Seward Park High School		
Math	486	78.0	469	87.0	82.4
Computer Math	15	73.3	20	80.0	77.1
Science	479	72.2	453	78.6	75.3
Global History	245	82.0	236	87.0	84.4
					TOTAL 80.0
			Washington Irving High School		
Math	58	94.8	45	97.8	96.1
Science	43	97.7	44	93.2	95.4
Global History	52	90.4	57	94.7	92.6
					TOTAL 95.0
			Martin Luther King, Jr. High School		
Math	31	93.5	29	86.2	90.0
Science	23	95.7	18	94.4	95.1
					TOTAL 92.0

- The objective of a 75 percent passing rate was surpassed at all three sites.